

# TALKING POINTS FOR PERKINS

## OVERVIEW

- When the Carl D. Perkins Act was passed in 1998, increased accountability became a cornerstone and states had to adjust to new data collection and reporting requirements. This accountability system pre-dates the No Child Left Behind legislation. The Perkins legislation calls for states to set expected performance levels for the following indicators:
  - Academic attainment
  - Career-technical education skill attainment
  - High school completion
  - High school completion with a proficiency credential
  - Placement
  - Nontraditional participation
  - Nontraditional completion

The Perkins Act also requires states to continually make progress toward improving the performance of career education students.

## DATA REPORTING

- Fortunately, Missouri Career Education is supported with State and Federal dollars. Losing Federal dollars would have a devastating effect on the delivery of career education in Missouri, with students being impacted the most. It has been proposed again by the Administration to eliminate Perkins funding from the Federal budget. We need to demonstrate through Perkins data how career-technical education supports increasing the math and science competitiveness of students, keeping students in school, and developing a skilled workforce.
- Currently, every Perkins fiscal agent is required to submit aggregated student data for the indicators listed above to the Department of Elementary and Secondary Education. In some consortia only the performances of the students who attend the area career center and meet the Perkins definitions are being reported. Thank you for providing the student-level data. However, we need to include **all** the students enrolled in career education programs at the area career centers **and** comprehensive high schools.
- The Department of Elementary and Secondary Education takes the data submitted from each of the consortia's to submit the state's annual Consolidated Annual Performance Report to the U.S. Department of Education. Then, the U.S. Department of Education is required to submit to Congress the Perkins accountability data by states. Currently, the data only accounts for those programs and schools who are directly impacted with the use of Perkins funds. However, the states' Perkins accountability data needs to reflect Missouri's entire career education system. And, the data needs to include **all** the students enrolled in career education programs at the area career centers **and** comprehensive high schools. We need data to show how career education supports students in acquiring rigorous core knowledge, skills, habits, and attitudes needed for success in postsecondary education and the high-skills workforce.

## COMPLETER DEFINITION

The Division of Career Education has been using three different definitions of a “completer” for the Effectiveness Index Formula (EIF), MSIP, Annual Performance Report (APR), and Perkins accountability. With input from area career center directors and teachers, the Division is moving toward using the same definition of a “completer” for the EIF, MSIP, APR, and Perkins. The chart below shows the old/current “completer” definitions, the “completer” definition that is being implemented, and the effective dates.

The definition for a “completer” will be “a student who earns three or more units of credit in an approved career education program, grades 9-12, within a sequence of courses and graduates.”

A **sequence of courses** is defined as a series of courses that build upon each other, show a relationship, and assist students in developing knowledge and skills leading to postsecondary education or employment. The sequence of courses is an integral part of a student’s Personal Plan of Study as required for MSIP.

For Fiscal Years 2006 and 2007, the determination of “sequence of courses” will be a local decision by each area career center and comprehensive high school. By Fiscal Year 2008, the Division of Career Education will have developed the “sequence of courses” for career education programs.

The goals are:

1. Transition from one (1) unit of credit to a sequence of courses (3 units of credit).
2. Reimbursement through the EIF based on a sequence of courses (3 units of credit) starting with Fiscal Year 2006 (July 1, 2005).
3. Use a sequence of courses (3 units of credit) for MSIP and APR starting with Fiscal Year 2007 (July 1, 2006).
4. Use a sequence of courses (3 units of credit) for Perkins beginning with reauthorization.

	<b>Old/Current Completer Definition</b>	<b>New Completer Definition</b>	<b>Effective Date(s)</b>
<b>EIF</b>	A student who earns credit in an approved occupational career education program/course, grades 9-12 and graduates.	A student who earns three or more units of credit in an approved career education program, grades 9-12 (within a sequence of courses) and graduates.	July 1, 2005 (FY 2006)
<b>MSIP and APR</b>	A student who earns credit in an approved occupational career education program/course, grades 9-12 and graduates.		July 1, 2006 (FY 2007)
<b>Perkins</b>	A student who earns two units of credit in an approved occupational career education program, grades 9-12 and graduates or earns a GED.		Upon Reauthorization

#### FOURTH CYCLE MSIP

School year 2006-2007 is the first year of the fourth cycle of MSIP. Four triggers have been identified for career education: enrollment, academic attainment, skill attainment, and placement which mirrors most of the Perkins accountability measures. Again, this will assist school districts in submitting the Perkins accountability data to their consortia fiscal agent.

The following chart compares the accountability measures for Perkins and 4th cycle MSIP triggers. The main difference between the Perkins accountability measures and MSIP triggers is the definition of a completer:

- For **Perkins**, a **completer** is a student who earns two units of credit in an approved occupational career education program in grades 9-12 and graduates or earns a GED.
- The **completer definition for MSIP and APR** is a student who earns three or more units in an approved career education program, grades 9-12 (within a sequence of courses) and graduates.

When the Perkins legislation is reauthorized, the completer definition will be the same as what is used for MSIP and APR. Again, the goal is to have a common definition of a “completer” for the EIF, MSIP and APR, and Perkins.

Accountability Measures	Perkins	4 <sup>th</sup> Cycle MSIP Triggers	Comments
Enrollment	Unduplicated enrollment of all secondary students taking at least one occupationally approved career-technical education program, grades 9-12.	The number of secondary students enrolled in approved career-technical education program, grades 9-12. The enrollment may be duplicated.	
Participation in Nontraditional Programs	Number of underrepresented students enrolled in nontraditional programs as identified by the U.S. Department of Education.	NA	
Completion of Secondary Nontraditional Programs	Percentage of underrepresented students who completed a nontraditional program (graduated or earned a GED) during the reporting year.	NA	

<b>Accountability Measures</b>	<b>Perkins</b>	<b>4<sup>th</sup> Cycle MSIP Triggers</b>	<b>Comments</b>
Academic Attainment	Percentage of students (concentrators) who earned 2 units of credit in an approved occupational career-technical education program and scored in the top two achievement levels of the Missouri Assessment Program in the areas of Communication Arts and Mathematics.	Percentage of completers who scored in the top two achievement levels of the Missouri Assessment Program (MAP) in the areas of Communications Arts and Mathematics.	<b>Perkins</b> is 2 units of credit.  <b>MSIP</b> is 3 units of credit in a sequence of courses.
Skill Attainment	Percentage of students (concentrators) who earned 2 units of credit and mastered at least 80% of the locally identified essential skills. A student completing a sequence of courses in more than one career education area who master 80% or more of the locally identified essential skills in each program area should be counted twice.	Percentage of completers who mastered at least 80% of the locally identified essential skills. A student completing a sequence of courses in more than one career education area who master 80% or more of the locally identified essential skills in each program area should be counted twice.	<b>Perkins</b> is 2 units of credit.  <b>MSIP</b> is 3 units of credit in a sequence of courses.
Completion	Percentage of completers who earned a high school diploma or GED during the reporting year.	NA	
Credential with Secondary Diploma	Percentage of completers who received a national, state, or local credential.	NA	

<b>Accountability Measures</b>	<b>Perkins</b>	<b>4<sup>th</sup> Cycle MSIP Triggers</b>	<b>Comments</b>
Placement	Percentage of completers who 1) continued education; 2) entered employment or 3) are in the military.	Percentage of completers who 1) continued education in a related field; 2) entered employment in a related field; or 3) are in the military.	<p><b>Perkins</b> is 2 units of credit with placement being related and non-related.</p> <p><b>MSIP</b> is 3 units of credit in a sequence of courses with placement being related to training.</p>

### **MISSOURI STUDENT INFORMATION SYSTEM (MOSIS)**

The Department of Elementary and Secondary Education is continuing to implement a student-level record keeping system, called the Missouri Student Information System (MOSIS). When the system is fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently. The MOSIS system will also assist school districts in providing the student-level data for Perkins accountability to the consortia fiscal agent.